### Agricultural Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives | 4.1.2 outlines the interactions within and between agricultural enterprises and systems | x |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   | x |   |
| 2 knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society | 4.2.1 identifies and explains interactions between the agricultural sector and Australia’s economy, culture and society | x |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   | x |   |
| 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products | 4.3.2 identifies how agricultural products are used in industry and by consumers  | x |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   |   |   |
| 4 an understanding of sustainable and ethical practices that support productive and profitable agriculture | 4.4.1 examines the impact of past and current agricultural practices on agricultural sustainability  | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 an understanding of sustainable and ethical practices that support productive and profitable agriculture | 4.4.2 identifies aspects of profitability, technology, sustainability and ethics that impact on management decisions | x | x | x | x |   |   |   |   |   | x |   |   |   |   |   |   | x | x |
| 5 skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 4.5.1 performs controlled experiments in agricultural contexts |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 4.5.2 communicates experimental data using a range of information and communication technologies  |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   | x | x |

### Agricultural Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives | 5.1.2 explains the interactions within and between agricultural enterprises and systems | x |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   | x |   |
| 2 knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society | 5.2.1 explains the interactions within and between the agricultural sector and Australia’s economy, culture and society | x |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   | x |   |
| 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products | 5.3.2 investigates and applies responsible marketing principles and processes  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x | x | x |
| 4 an understanding of sustainable and ethical practices that support productive and profitable agriculture | 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 an understanding of sustainable and ethical practices that support productive and profitable agriculture | 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics | x | x | x | x |   |   |   |   |   | x |   |   |   |   |   |   | x | x |
| 5 skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts |   | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   | x | x |

### Design and Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge and understanding of design concepts and processes | 4.1.1 identifies and describes a range of design concepts and processes |  |  |  |  |  |  |  |  |  | **x** |  | **x** | **x** | **x** | **x** |  |  |  |
| 1 knowledge and understanding of design concepts and processes | 4.1.2 describes and follows a process of design when developing design ideas and solutions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2 understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments | 4.2.1 describes the impact of past, current and emerging technologies on the individual, society and environments | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| 3 knowledge and understanding of the work of designers and the issues and trends that influence their work | 4.3.1 describes the work and responsibilities of designers and the factors affecting their work | **x** | **x** |  |  |  |  |  |  |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** |
| 3 knowledge and understanding of the work of designers and the issues and trends that influence their work | 4.3.2 describes designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |
| 4 knowledge and understanding of and skills in innovation, creativity and enterprise | 4.4.1 identifies innovative, enterprising and creative design ideas and solutions |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 5 skills in communicating design ideas and solutions | 4.5.1 communicates design ideas and solutions using a range of techniques |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 4.6.1 uses management strategies when developing design solutions | **x** |  |  |  | **x** |  | **x** |  |  | **x** |  |  |  |  |  | **x** | **x** | **x** |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 4.6.2 applies risk management practices and works safely in developing quality design solutions |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 4.6.3 uses a range of technologies appropriately and safely in the development of quality design solutions |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

### Design and Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge and understanding of design concepts and processes | 5.1.1 analyses and applies a range of design concepts and processes | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 1 knowledge and understanding of design concepts and processes | 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2 understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments | 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |
| 3 knowledge and understanding of the work of designers and the issues and trends that influence their work | 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 knowledge and understanding of the work of designers and the issues and trends that influence their work | 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  | **x** |  | **x** |  |
| 4 knowledge and understanding of and skills in innovation, creativity and enterprise | 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 5 skills in communicating design ideas and solutions | 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 5.6.1 selects and applies management strategies when developing design solutions | **x** |  |  |  | **x** |  | **x** |  |  | **x** |  |  |  |  |  | **x** | **x** | **x** |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 5.6.2 applies risk management practices and works safely in developing quality design solutions |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| 6 knowledge and understanding of and skills in managing resources and producing quality design solutions | 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

### Food and Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food | 4.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   | x | x |
| 1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food | 4.1.2 describes and manages the risks of injury and WHS issues associated with handling food |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   | x | x |
| 2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food | 4.2.2 describes changes which occur during processing, preparation and storage of food | x | x | x | x |   |   |   |   |   | x | x | x | x |   | x |   |   |   |
| 2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food | 4.2.3 applies appropriate methods of food preparation |   |   |   |   |   |   |   |   |   | x |   | x | x |   | x |   | x | x |
| 4 skills in researching, evaluating and communicating issues in relation to food | 4.4.1 collects, interprets and uses information from a variety of sources | x | x | x | x |   |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 4 skills in researching, evaluating and communicating issues in relation to food | 4.4.2 communicates ideas and information using a range of media and appropriate terminology |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   | x | x | x |
| 5 skills in designing, producing and evaluating solutions for specific food purposes | 4.5.2 plans, prepares, presents and evaluates practical food activities |   |   |   |   |   |   |   |   |   | x | x | x | x | x | x | x | x | x |
| 6 knowledge, understanding and appreciation of the significant role of food in society | 4.6.1 outlines the influence of technology and society on food supply | x | x | x | x | x | x | x | x | x |   |   |   |   |   |   |   |   |   |
| 6 knowledge, understanding and appreciation of the significant role of food in society | 4.6.2 recognises the impact of food and related activities on the individual, society and the environment | x | x | x | x | x | x | x |   |   | x |   |   |   |   |   |   | x |   |

### Food Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food | 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food | x | x | x | x |   |   |   |   |   |   |   | x |   |   |   |   |   |   |
| 2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food | 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage | x | x | x | x |   |   |   |   |   | x | x | x | x |   | x |   |   |   |
| 2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food | 5.2.3 applies appropriate methods of food processing, preparation and storage |   |   |   |   |   |   |   |   |   | x |   | x | x |   | x |   | x | x |
| 3 knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health | 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x | x |
| 3 knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health | 5.3.2 justifies food choices by analysing the factors that influence eating habits |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x | x |
| 4 skills in researching, evaluating and communicating issues in relation to food | 5.4.1 collects, evaluates and applies information from a variety of sources | x | x | x | x |   |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 4 skills in researching, evaluating and communicating issues in relation to food | 5.4.2 communicates ideas and information using a range of media and appropriate terminology |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   | x | x | x |
| 5 skills in designing, producing and evaluating solutions for specific food purposes | 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes |   |   |   |   |   |   |   |   |   | x | x | x | x | x | x | x | x | x |
| 6 knowledge, understanding and appreciation of the significant role of food in society | 5.6.1 examines the relationship between food, technology and society | x | x | x | x | x | x | x | x | x |   |   |   |   |   |   |   |   |   |
| 6 knowledge, understanding and appreciation of the significant role of food in society | 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment | x | x | x | x | x | x | x |   |   | x |   |   |   |   |   |   | x |   |

### Geography — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-1 locates and describes the diverse features and characteristics of a range of places and environments |   |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-2 describes processes and influences that form and transform places and environments | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-3 explains how interactions and connections between people, places and environments result in change | x | x | x | x | x | x |   |   |   |   |   |   | x |   |   |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-4 examines perspectives of people and organisations on a range of geographical issues |   | x |   |   |   |   | x | x | x |   |   | x | x |   | x |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-5 discusses management of places and environments for their sustainability |   |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE4-6 explains differences in human wellbeing | x | x | x | x | x | x |   |   |   |   |   |   |   |   |   | x | x | x |
| Students apply geographical tools for geographical inquiry. Students develop skills to acquire, process and communicate geographical information | GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   |   |   |   |
| Students apply geographical tools for geographical inquiry. Students develop skills to acquire, process and communicate geographical information | GE4-8 communicates geographical information using a variety of strategies |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   | x | x |

### Geography — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-1 explains the diverse features and characteristics of a range of places and environments  |   |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-2 explains processes and influences that form and transform places and environments | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-3 analyses the effect of interactions and connections between people, places and environments  | x | x | x | x | x | x |   |   |   |   |   |   | x |   |   |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-4 accounts for perspectives of people and organisations on a range of geographical issues |   | x |   |   |   |   | x | x | x |   |   | x | x |   | x |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-5 assesses management strategies for places and environments for their sustainability |   |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   | x |   |
| Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students develop knowledge and understanding of interactions between people, places and environments | GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Students apply geographical tools for geographical inquiry. Students develop skills to acquire, process and communicate geographical information | GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |   |   |   | x |   |   |   |   |   |   |   | x |   |   |   |   |   |   |
| Students apply geographical tools for geographical inquiry. Students develop skills to acquire, process and communicate geographical information | GE5-8 communicates geographical information to a range of audiences using a variety of strategies |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   | x | x |

### Graphics Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences  | 4.1.1 uses freehand sketches to interpret and visualise objects |   |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   |   |
| 1 visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences  | 4.1.2 selects and uses a range of presentation techniques suitable to a variety of audiences |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |   | x | x |
| 2 interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques | 4.2.1 interprets and produces a range of drawings |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   |   |   | x |
| 2 interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques | 4.2.2 recognises the application of a range of drawings in conveying information |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |
| 3 use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations | 4.3.1 applies elementary graphics conventions, standards and procedures in graphical communications |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   |   | x | x |
| 3 use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations | 4.3.2 completes drawings within specified time frames |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   | x | x |
| 4 select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information | 4.4.1 understands and uses computer-based drafting technologies |   |   |   |   |   |   |   |   |   |   |   | x |   | x |   |   |   |   |
| 6 appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment | 4.6.1 relates classroom experiences to industrial and commercial applications |   |   |   |   |   |   |   |   |   | x | x | x | x | x | x | x | x | x |

### Graphics Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences  | 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques |   |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   |   |
| 1 visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences  | 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |   | x | x |
| 2 interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques | 5.2.1 designs and produces a range of graphical presentations |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   |   | x | x |
| 2 interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques | 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |
| 3 use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations | 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   |   | x | x |
| 3 use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations | 5.3.2 manages the development of graphical presentations to meet project briefs and specifications |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   | x | x |
| 4 select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information | 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies |   |   |   |   |   |   |   |   |   |   |   | x |   | x |   |   |   |   |
| 4 select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information | 5.4.2 designs, produces and evaluates multimedia presentations |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |
| 6 appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment | 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   | x | x |
| 6 appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment | 5.6.2 evaluates the impact of graphics on society, industry and the environment |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   | x | x |

### Industrial Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 2 knowledge, skills and an appreciation of quality in the design and production of practical projects | 4.2.2 identifies and uses a range of hand and machine tools in different technological environments |  |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |
| 2 knowledge, skills and an appreciation of quality in the design and production of practical projects | 4.2.3 makes quality projects to completion within set limitations |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| 7 knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment | 4.7.1 identifies a range of technologies |  |  |  |  |  |  |  |  |  | **x** | **x** |  |  |  |  |  |  |  |
| 7 knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment | 4.7.2 recognises the impact of technology on society and the environment | **x** |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| 7 knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment | 4.7.3 describes cultural and global issues in relation to the use of technology | **x** |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |

### Industrial Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices | 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |
| 1 knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices | 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  |  |  |  |  |
| 2 knowledge, skills and an appreciation of quality in the design and production of practical projects | 5.2.1 applies design principles in the modification, development and production of projects | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2 knowledge, skills and an appreciation of quality in the design and production of practical projects | 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  |  | **x** |  |  |  |
| 3 knowledge and understanding of the relationship between the properties of materials and their applications | 5.3.1 justifies the use of a range of relevant and associated materials |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** |
| 3 knowledge and understanding of the relationship between the properties of materials and their applications | 5.3.2 selects and uses appropriate materials for specific applications |  |  |  |  |  |  | **x** | **x** | **x** | **x** |  | **x** |  |  |  |  |  |  |
| 4 skills in communicating ideas, processes and technical information with a range of audiences | 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |
| 4 skills in communicating ideas, processes and technical information with a range of audiences | 5.4.2 works cooperatively with others in the achievement of common goals | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 5 an appreciation of the relationship between technology, leisure and lifestyle activities and further learning | 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 6 the ability to critically evaluate manufactured products in order to become a discriminating consumer | 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction | **x** | **x** | **x** | **x** |  |  |  |  |  | **x** | **x** | **x** |  |  | **x** |  |  |  |
| 7 knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment | 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  | **x** |  |  |  |  |  |  |
| 7 knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment | 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |

### Information and Software Technology — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 4.2.1 identifies and uses problem-solving processes when creating solutions |  |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 4.2.2 designs, produces and evaluates appropriate solutions to a range of problems |  |  |  |  |  |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 4.2.3 justifies decisions made when creating information and software technology solutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| 4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society | 4.4.1 describes a range of past, current and emerging information and software technologies | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems. | 4.5.2 documents ideas and solutions for targeted audiences |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |
| 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems. | 4.5.3 identifies key roles and responsibilities of people in the field of information and software technology | **x** | **x** |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |

### Information and Software Technology — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| 1 knowledge and understanding of a range of computer software and hardware | 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 1 knowledge and understanding of a range of computer software and hardware | 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 5.2.1 describes and applies problem-solving processes when creating solutions |  |  |  |  | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems |  |  |  |  |  |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |
| 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems | 5.2.3 critically analyses decision-making processes in a range of information and software solutions |  |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |
| 3 responsible and ethical attitudes related to the use of information and software technology | 5.3.1 justifies responsible practices and ethical use of information and software technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| 3 responsible and ethical attitudes related to the use of information and software technology | 5.3.2 acquires and manipulates data and information in an ethical manner |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society | 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems. | 5.5.1 applies collaborative work practices to complete tasks | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems. | 5.5.2 communicates ideas, processes and solutions to a targeted audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |
| 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems. | 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology | **x** |  | **x** |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |

### Mathematics — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| Working Mathematically: Communicating | MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Working Mathematically: Communicating | MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Working Mathematically: Communicating | MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Working Mathematically: Problem Solving | MA5.1-2WM selects and uses appropriate strategies to solve problems |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  |  |  |  |
| Working Mathematically: Problem Solving | MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems |  |  |  |  |  |  |  |  |  | **x** |  | **x** | **x** | **x** |  |  |  |  |
| Working Mathematically: Reasoning | MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Number and Algebra: Financial Mathematics | MA5.1-4NA solves financial problems involving earning, spending and investing money |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Number and Algebra: Financial Mathematics | MA5.2-4NA solves financial problems involving compound interest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** |
| Statistics and Probability: Single Variable Data Analysis | MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Statistics and Probability: Bivariate Data Analysis | MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### Science — Stage 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge |   |   |   |   |   | x | x | x | x |   |   |   |   |   | x |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-5WS collaboratively and individually produces a plan to investigate questions and problems |   |   |   |   |   |   |   |   |   | x |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions | x | x | x | x | x | x |   |   |   |   |   |   |   |   | x |   | x | x |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems |   |   |   |   |   | x | x | x | x | x |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   | x | x | x |
| Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science | SC4-10PW describes the action of unbalanced forces in everyday situations |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   |   |   |
| Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science | SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x | x |

### Science — Stage 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Explore phase | Question Phase | Brainstorm phase | Prototype phase | Pitch phase |
| **Objective** | **Outcome** | Map the topic | Interview | Take notes | Collect data | Download what you know | Find the question | Ideate | Combine | Sniff Test | Plan | Learn | Rapid build | Storyboard | Wireframe | Test | Elevator pitch | Executive Summary | Make a pitch deck |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-4WS develops questions or hypotheses to be investigated scientifically  |   |   |   |   |   | x | x | x | x |   |   |   |   |   | x |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |   |   |   |   |   |   |   |   |   | x |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions | x | x | x | x | x | x |   |   |   |   |   |   |   |   | x |   | x | x |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |   |   |   |   |   | x | x | x | x | x |   |   |   |   |   |   |   |   |
| Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically | SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations |   |   |   |   |   |   |   |   |   |   |   | x | x | x |   | x | x | x |
| Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science | SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion |   |   |   |   |   |   |   |   |   |   |   | x | x |   |   |   |   |   |
| Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science | SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x |   |   |   |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Students develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens | SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | x | x |